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ABSTRACT

The report is the result of public hearings conducted in 1975, in Santa Clara County, California, to study the conditions which demonstrate sex discrimination or prejudice in educational institutions. The purposes of the hearings were to provide public awareness of specific instances of sex bias in education and to determine the extent to which such sex discrimination exists in the schools of Santa Clara County. The report is divided into four parts. Part I describes the history of federal and state legislation affecting sex discrimination in education. Part II provides a brief explanation of the efforts made by the hearing panel to involve the public in the examination of conditions relating to sex discrimination in the schools of the county. Part III is a synopsis of the testimony presented to the hearing panel and part IV is a series of recommendations made by the hearing panel to eliminate the conditions relating to sex discrimination in the schools. Also included are several charts depicting the wage differential between male and female educational personnel in the county. (Author/PM)

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Santa Clara County Commission on the Status of Women

Report of the Public Hearings on Sex Discrimination in Education

ED159089

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REPORT OF THE PUBLIC HEARINGS

ON

THE STATUS OF WOMEN IN EDUCATION

IN SANTA CLARA COUNTY

by the

COMMISSION ON THE STATUS OF WOMEN

OF

SANTA CLARA COUNTY

REPORT PREPARED BY

EDUCATION COMMITTEE

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Anita Sarah Duarte, Commissioner
Bene Paul, Commissioner
Roberta Hughan, Commissioner
Millicent Rutherford, Commissioner

Barbara Wheatland, Consultant

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Chris Nunez, Administrative Aide
Irene "Gypsy" Sanchez, Secretary

August 1976

PREFACE

The Commission on the Status of Women was established by action of the Santa Clara County Board of Supervisors on December 26, 1973, when Chairperson, Ralph H. Mehrkens signed Ordinance #N.S. 300.183 creating the Commission.

During the term of Adrianne Chang Kwong, first chairperson of the Commission, the Education Committee was formed as one of the regular committees of the Commission on the Status of Women. Commissioners serving on the committee at that time were Lillian Moore, chairperson, Bobbie Gwinn Kawazoe, Adrianne Chang Kwong, Bene Paul and Millicent Rutherford.

In carrying out the mandate of the Ordinance, the Education Committee conducted public hearings between January and October of 1975 to study and investigate throughout Santa Clara County the conditions which demonstrate discrimination or prejudice because of sex in educational institutions. Individuals representing all facets of education were invited to testify and/or observe the hearings. Persons were also invited to present information on ways in which discrimination has been alleviated or rectified.

The purposes of the hearings were: 1) to provide public awareness of any specific instances of sex bias in education; 2) to determine the extent to which such discrimination on the basis of sex occurs in the schools of Santa Clara County; and 3) to make recommendations to the Board of Supervisors for the elimination of sex discrimination in the school systems.

This report is a synopsis of: 1) sixteen hours of tapes of testimony and 2) some twenty papers presented; 3) newspaper accounts; 4) committee responses, together representing almost 200 persons who participated during the four hearings held in Palo Alto, San Jose, Campbell, and Gilroy.

This report will include:

Part I., "Sex Discrimination Background", describing the history of

Preface (Continued)

Federal and State legislation affecting education.

Part 2., "Hearing and Report Procedures", providing a brief explanation of the efforts made by the Commission on the Status of Women Education Committee to involve the public in the examiniation of conditions relating to sex discrimination in the schools throughout the County.

Part 3., "Synopsis of the Testimony Presented to the Education Committee", grouping the testimony under three broad areas of "Program and Practices Affecting Students", "Employment Practices and Procedures", and "The Dual Effects of Racism and Sexism".

Part 4., "Discussion of the Implications and Results of the Hearings", submitting recommendations for the elimination of conditions relating to sex discrimination in the schools.

The Education Committee and Commission on the Status of Women present this report to the Board of Supervisors of Santa Clara County.

Ratified at the Regular Meeting of
the Commission on the Status of Women

Respectfully submitted,

Donna Koelsch

Donna Koelsch, Chairperson
Commission on the Status of Women

Of the approximately 140 persons who attended the Education Committee hearings in 1975, the committee has record of those who reserved agenda time, made presentations formally or presented papers. The committee wishes to thank them for their participation.

Vittina Alvarez
Lela Austin
Jan Axline
Ruth Battenberg
Ginny Baird
Ellen Boneparthe
Karen Borden
John Brown
Matilda Butler-Paisley
Jo Celio
Doris Cone
Sally Connell
Patricia Duran
Enid Davis
Donna Fung
Denise Greene
Jane Havilla
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Marianna Rodriguez
Jerra Roland
Nancy Sallan
Heidi Schmidt
Mary Seid
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Myrna Staal
Matt Stevens
Sheila Stevens
Karen Thorpe
Nona Tobin
Glen Toney

The committee also wishes to thank Mr. Ken Koelsch for tape-recording the hearings.

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1976 - 77

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Ida Pena-Perez
Mary Jean Sauerwein

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Viola Owens, Assistant Supt., Santa Clara County Office of Education

Dorothy Patterson, Assistant Director, Elementary Curriculum

James Lewis, Human Relations Director, California Teachers Association

Barbara Wheatland, Board of Education, Santa Clara County

Mike Honda, Vice-Principal, Sylvandale School

Nan Young

Donna Austad, President, San Jose AAUW

Mike Nye, Vice President, California Federation of Teachers

Edward Ledesma, Counselor, Live Oak High School

Jo Stearns

Gregory Betts, Superintendent, Berryessa Union School District

John Cummings, AFSCME Field Representative

Guadalupe Hernandez, San Jose Community College

PART I

SEX DISCRIMINATION BACKGROUND

The public school districts involve some 190 governing board members who are elected from a population of over one million. The school districts employ 38,852 certificated and classified persons. Education as a business in Santa Clara County operated a budget totalling over $525,000,000, for the 1975-76 school year.

The Commission on the Status of Women recognizes the significant influence felt by students and families through the educational institutions. The results of discrimination on the schools affect most members of our society. The concern for the improved status of women, therefore, necessitates that education and employment in the schools be provided on an equal basis without discrimination by sex.

Sex and race stereotyping and prejudice place arbitrary limitations on both sexes. When sex bias is eliminated, new patterns can be established to nurture the full development of both men and women.

Eliminating sex discrimination where it is found to exist in education has the potential for an impressive human and financial importance to our County. It may affect some 300,000 students in the public schools of Santa Clara County, as there are 37 school districts with 22 elementary districts, 5 high school districts, and 4 community college districts. This totals over 400 schools. In addition, there are three major universities within the County. In order to provide equal educational opportunity and to prohibit sex discrimination, the following laws have been enacted to protect women and to assist them in acquiring equality of opportunity in education and in employment.

FEDERAL LAWS:

1. Title IX of the Educational Amendments of 1972 is now Public Law 93, 568, 88 Stat. 1885. Title IX effects both the Elementary and Secondary Education Act and the Higher Education Act, prohibiting discrimination against students, employees and others on the basis of sex. It reads in part:

> "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Fdderal financial assistance."

Title IX requires both positive affirmative action to prevent sex bias and the remedial action to overcome the effects of bias.

2. Title VII of the Civil Rights Act of 1964 prohibits discrimination in employment on the basis of race, color, religion, national origin, or sex.

3. The Equal Pay Act of 1963 prohibits discrimination in salaries and most fringe benefits on the basis of sex.

4. Executive Order 11246 of September 24, 1965, as amended, prohibits discrimination in employment on the basis of race, color, religion, national origin, or sex.

CALIFORNIA LAWS:

1. The California Legislature emphasized the importance of providing equal educational opportunity to all persons with the recent passage of Senate Bill 1466. S.B. 1466, now Chapter 5 (commencing with Section 91), Division 1, California Education Code, prohibits sex discrimination in educational classes and courses, and in counseling. It says in part:

> "It is the policy of the state that elementary and secondary school and community college classes and courses, including non-academic and elective classes and courses, he conducted without regard to the sex of the pupils enrolled in such classes and courses.

No school district shall prohibit any pupil from enrolling in any class or course on the basis of the sex of the pupil, except a class subject to Section 8506 (sex education classes).

No school district shall require pupils of one sex to enroll in a particular class or course, unless the same class or course is also required of pupils of the opposite sex.

No school counselor shall, on the basis of the sex of a pupil, offer vocational or school program guidance to pupils of one sex which is different from that offered to pupils of the opposite sex; or, in counseling students, differentiate career, vocational, or higher education opportunities on the basis of the sex of the pupil counseled.

Participation in a particular physical education activity or sport, if required of pupils of one sex, shall be available to pupils of each sex."

2. To comply with the provisions of the California Education Code, Division 8 (Sections 9240 and 9243) and to assure an equitable portrayal of the roles of women and girls in textbooks and other instructional materials local school boards are required to form policies to meet the criteria as follows:

I. Male and Female Roles - Ed. Code 9240 (a), 9243 (a)

1. Descriptions, depictions, labels, or retorts which tend to demean, stereotype, or be patronizing toward females must not appear.
2. Instructional materials that generally or incidentally reflect contemporary American society, regardless of the subject area, must contain references to, or illustrations of, males and females approximately evenly, except as limited by accuracy.
3. Mentally and physically active, creative, problem-solving roles, and success and failure in those roles, should be divided approximately evenly between male and female characters.
4. Emotions--for example, fear, anger, aggression, excitement, or tenderness--should occur randomly among characters regardless of gender.

5. Traditional activities engaged in by characters of one sex should be balanced by the presentation of non-traditional activities for characters of that sex.
6. If professional or executive roles, or vocations, trades, or other gainful occupations are portrayed, men and women should be represented therein approximately equally.
7. Where life-style choices are discussed, boys and girls should be offered an equally wide range of such aspirations and choices.
8. Whenever a material presents developments in history or current events, or achievements in art, science, or any other field, the contributions of women should be included and discussed when historically accurate.
9. Imbalance or inequality of any kind, when presented for historical accuracy, should, in the student edition of the instructional material, be interpreted in light of contemporary standards and circumstances.
10. Sexually neutral language--for example, "people", "persons", "men and women", "pioneers", "they"--should generally be used.

II. Ethnic and Cultural Groups - Ed. Code 9240 (b) and 9243 (a)

1. Descriptions, depictions, or labels which tend to demean, stereotype, or be patronizing toward minority groups must not appear.
2. When diverse ethnic or cultural groups are portrayed, such portrayal must not depict differences in customs or life-style as undesirable and must not reflect an adverse value judgment of such differences.
3. Instructional materials that generally or incidentally reflect

contemporary American society, regardless of the subject area, must contain references to, or illustrations of, a fair proportion of diverse ethnic groups.

4. Mentally active, creative, and problem-solving roles, and success and failure in those roles, should be divided in fair proportion between white and minority characters.
5. The portrayal of minority characters in roles to which they have been traditionally restricted by society should be balanced by the presentation of non-traditional activities for characters of that race.
6. Minority persons should be depicted in the same range of socio-economic settings as are white persons.
7. Depiction of diverse ethnic and cultural groups should not be limited to the root culture, but rather expanded to include such groups within the mainstream of American life.
8. If professional or executive roles, or vocations, trades, or other gainful occupations are portrayed, whites and minorities should be presented therein in fair proportion.
9. Whenever developments in history or current events, or achievements in art, science, or any other field are presented, the contributions of minority peoples, and particularly the identification of prominent minority persons, should be included and discussed when historically accurate.
10. Imbalance or inequality of any kind, when presented for historical accuracy, should, in the student edition of the instructional materials, be interpreted in light of contemporary standards and circumstances.

III. Extracts From Education Code

Portrayal of Cultural and Racial Diversity

9240. When adopting instructional materials for use in the schools, governing boards shall include only instructional materials which, in their determination, accurately portray the cultural and racial diversity of our society, including:

(a) The contributions of both men and women in all types of roles, including professional, vocational, and executive roles.

(b) The role and contributions of American Indians, American Negroes, Mexican-Americans, Asian-Americans, European-Americans, and members of other ethnic and cultural groups to the total development of California and the United States.

(c) The role and contributions of the entrepreneur and labor in the total development of California and the United States.

(Amended, as added by Stats. 1972, Ch. 929, by Stats. 1972, Ch. 1233, and by Stats. 1974, Ch. 784.)

PART II

HEARING AND REPORT PROCEDURES

A series of four hearings were held at locations convenient to the public in differing regions of Santa Clara County. In order to be accessible to all agencies of the community, hearings were held in each of the community college attendance areas, as follows:

January 28 and 29, 1975 at the Palo Alto Public Library for the North County area (Foothill/De Anza College District)

May 6 and 7, 1975 at the Leininger Center for the Central and East San Jose area (San Jose City College District)

October 20, 1975 at the Campbell Public Library for the West County area (West Valley College District)

October 27, 1975 at the Gilroy High School from the South County area (Gavilan College District)

Prior to each hearing, an extensive mailing list was utilized to advise persons who were thought to be interested. The list included individuals of each school district in the county, the superintendent, community and women's groups, people interested in education, and other members of the community. Local media carried the schedules and purposes of the hearings. Newspaper coverage assisted in notifying the general public in advance and/also provided subsequent accounts of the proceedings.

At each location a hearing panel received the presentations and other public comment. The composition of each panel differed somewhat. At least three members of the Commission's Education Committee sat on each panel to provide continuity. Members of the community with an interest or role in education were also invited as members of the panels.

Testimony was presented orally. No person was required to submit written

testimony, although all persons were encouraged to give a copy or an outline of their presentation to the Commission. Placement on the agenda was requested in advance. Those who were not on the agenda and wished to speak, were invited to do so after all the scheduled testimony was heard. An informal format was chosen, to allow all those who wished to contribute spontaneously to do so.

The hearings were tape-recorded, and on one occasion, videotaped.

The findings of the hearings are based upon the participants' perceptions. No formal effort was made to verify any of the statements expressed at the hearings, although all persons present were consistently invited to respond to the testimony given. This report is a reflection of the views of those who testified at the hearings, and contains a summary of the findings based on the hearings.

This report is a joint effort of the Education Committee of the Commission on the Status of Women and the Consultant. This cooperative effort produced this report which is submitted to the County Board of Supervisors.

PART III

SYNOPSIS OF THE TESTIMONY PRESENTED TO THE EDUCATION COMMITTEE

The testimony presented before the Education Committee of the Commisssion on the Status of Women focused on three main areas of concern: A. Programs and Practices Affecting Students, encompassing curriculum, textbooks, course offerings, course content, counseling practices, and career counseling; B. Employment Practices; C. The Dual Effects of Racism and Sexism; involving issues of equal pay, affirmative action, and staffing patterns.

A. Programs and Practices Affecting Students

Testimony of conditions in the elementary schools included statements about sex stereotyping that occurred in the schools. The presentors spoke of the existence of sex role stereotyping in textbooks and in classroom materials, as well as in the practices within the classrooms. Several witnesses spoke of the adverse impact of the socialization process, particularly during the important period of the children's early years. Many described how early educational experiences influenced the formation of opinions and expectations for roles in the future. The cumulative effect on the children, said one witness, "is to perpetuate the myth that some roles are more suitable for one sex and for one ethnic group."

From one end of the county to the other, there was a great deal of evidence presented about problems of sex discrimination in textbooks. Previous studies were cited, such as that of The Task Force for the Evaluation of Instructional Materials (of Palo Alto), which showed extensive race and sex bias in the State Language Arts Texts reviewed in 1974.

The testimony elicited examples of boys depicted in a variety of roles, while girls were mostly shown in roles associated with homemaking or care-taking roles. There were few role models for girls in the curricular materials which would help them develop self-confidence and self-esteem. There were

few examples which would help girls feel they were worthy of future education and career development.

Testimony was given citing the study by the American Association of University Women (branches of Cupertino and Santa Clara) titled, "Sex Role Stereotyping in K-3 Reading Textbooks", November 1974. Their study covered three existing series of K-3 texts and others proposed for adoption by the State. The AAUW found it difficult to make any positive recommendations for the State text series which they reviewed. No textbooks were found to be free of sex bias. The AAUW suggested the use of supplementary materials to augment the State textbooks, an alternative which would be helpful for school districts. Recently, it was noted, the State Department of Education and several publishing companies have provided guidelines to eliminate some of the more blatant forms of sexism committed by the writers of textbooks.

Testimony showed that the AAUW conclusions were compared with two other studies covering a total of eighteen publishers. The traits and problems of sex stereotyping were found to be similar in all studies, confirming that sex discrimination exists. Significant factors found in the texts were demonstrated through a slide presentation.

Further testimony noted the limited range in which women were represented in children's literature found in the school libraries. Witnesses stated there was a particular need for books which realistically portrayed the roles, lifestyles, and abilities of women.

Other participants at the hearing spoke of the limited number of women portrayed in high schools' literature, with whom the girls could identify as models.

The effects of bias through the use of discriminatory language in

educational materials was criticized as "adversely contributing to the attitudes of our children, toward themselves and toward each other." The witness stated, language also reflects the attitudes of the society which uses it. Both society and language must begin to include our girls and women as participating members of society. Testimony showed two themes in literature were used repeatedly, that males are more important and that the major role of women is that of wife or lady. Another witness who was concerned about the media felt that women are judged by stereotyped languages and roles. "We all live with stereotypes daily," she said in questioning the sources for T.V. commercials. She challenged women not to remain passive and not to contribute to the perpetuation of this form of sexism.

Many testifying agreed that the school system itself perpetuates sex stereotyping, because teachers of elementary schools are predominately women and the principals are most often men. The common practice of regimenting students to stand in separate lines according to sex also reinforces sex bias. This method of controlling behavior was cited in the instance where girls and boys were required to sit on opposite sides of the bus. This method of maintaining order resulted in demeaning implications for girls particularly when the boys who misbehaved were threatened or forced to move to the girls' side as "a form of punishment."

Testimony about practices in intermediate schools indicated that traditionally, girls have been systematically programmed into homemaking classes and out of shop courses. The witness said that school officials explained this kind of programming as necessary, because it made scheduling easier. The witness, on the contrary, felt that one way to eliminate such discriminatory practices was to require the enrollment of boys and girls together in all

classes. She thought that coeducational classes in vocational subjects were especially important for the acquisition of skills. This emphasis is particularly important because these courses are the basis for entrance into more advanced classes and career choices.

Athletics received the most comment from those witnesses who were familiar with high schools. Many speakers presented their views about the inferior opportunities in the activities, staffing, and facilities for girls' physical education classes and extracurricular sports. It was noted that the amounts of financial support given girls and boys athletic programs were unequal. Testimony revealed differences in the number of coaches, and their pay, allowed for girls teams. It was pointed out that girls were not sufficiently equipped with uniforms. In one district, for example, girls on one team had to wait for another team to finish their game in order to use the same uniforms. Witnesses also said that the standards differed for participation in intermural activities. The girls' qualifying standards were more rigid than those for the boys. Girls had to qualify in several sports to become a member of the sports program in contrast to less stringent requirements for boys.

Another witness testified that the facilities were not available on an equal basis for girls as compared to the use for boys. Even a community men's group rated higher in priority of preferred scheduling of facilities in one school district than did the girl students.

The social studies curriculum was discussed by speakers testifying on both the faculty and the student levels. In one high school district, a junior female student examined "women's roles" in the social studies materials. She stated that her study found the textbooks did not reflect the contributions of women nor women's interests. The instructor of that class also testified, corroborating previous testimony that additional supple-

mentary materials were essential to provide adequate information for the study of the roles of women in history.

Testimony stressed guidance and counseling as important in the school system. One witness stated that the schools were letting young women down. She said, "They're not being programmed to achieve too much." It was noted that a message is conveyed to girls that they have limited options because of their sex. Further testimony showed that problems are compounded by ethnic and economic status. One witness cited the Strong vocational test as being blatantly sexist. This test she said was being used by three local community colleges. It contains two different forms, one for men and one for women, which were compiled strictly on stereotypical lines. She thought the CSW should investigate the kind of education given to counselors.

One particular example of poor counseling was cited. A young Chicana student sought assistance in obtaining the required number of credits for graduation. She was given erroneous guidance and counseling and, consequently, did not receive her diploma. The witness felt the student was a victim of sexist and racist counseling and questioned the school authorities about allowing such practices to continue. She wondered how many unreported incidents occurred and felt that sensitivity workshops in Human Relations ought to be mandatory for all school teachers, officials and staff.

A witness called for the replacement of leaders in education. She said that those who have tried making changes have been ridiculed and harassed. Those who fear their job security, or lack knowledge of positive awareness for action, do not help in the effort to remove sexism. She felt that sexism is an old issue, yet the level of progress in Santa Clara County is reflected in the token effort and reluctant approach to the implementation of Title IX.

The witness continued that community awareness and action are slow in developing. Responding to the community, one of the panelists called attention to the existence of institutional sexism and racism that has socialized members of society. He said that nothing will change if all that is done is to change those occupying positions without changing the institution.

B. Employment Practices & Procedures

Many witnesses spoke of past cultural, racial, sexual, and economic discrimination against women. This discrimination has deprived a large number of women of opportunities for initial employment, job development, and promotional opportunities in educational institutions.

Testimony by a representative of Women Leaders in Education supplied data from a 1971 study of thirty school districts, showing the small percentage of women in principal and superintendent positions. She pointed out a Santa Clara County 1973-74 study where in a count of eighty-five Superintendent-type positions, not one was a woman. In the 419 elementary and secondary schools of the county districts, only 8% or thirty-three principals positions were held by women. The testimony showed that, "The overall figures are discouraging. It appears that the school districts of Santa Clara County are considerably more unfair in their sexist distribution of administrative positions than the nation as a whole."

A representative of the Affirmative Action in Education Program described the services that agency offers to school districts. She said technical assistance is available to develop affirmative action programs. Complaints are referred to agencies with enforcement capabilities, such as, EEOC, FEPC, and the Office of Civil Rights. The witness cited Title V of the California Administrative Code, April 1974 which requires all school districts to adopt/and

implement an affirmative action program.

Several persons testified that school secretaries were the victims of sexist practices. They felt that many secretaries are required to use management skills, and exercise responsibilities which are not reflected in their job title or their salaries.

One of the panel members stated that he felt that it was extremely important to develop career ladders and upward mobility for secretaries and clerical help.

In Gilroy, the School Board President and Superintendent supplied some data about their district's hiring practices. During the school year, minority employment has increased from 5% to 18% in the certificated area and from 10% to 18% in the classified area. He pointed out, however, that in the management area only 6.25% of the administrators were women.

Data collected and charts prepared by Stanford students from the class entitled "Sex Discrimination and Employment" taught by the CSW's Director, illustrates the vast disparity between the mean salaries earned by men and women teachers and administrators.

In the Gilroy Unified School District, during 1975-76, the mean salaries for certified male employees was $1608.08 per month. The mean salaries for the certificated female employees was $1400.70 per month--a difference of $207.38.

The students were able to calculate the mean salaries for teachers separately in the East Side Unified School District for 1975-76. They found that male teachers mean salaries were $1566.03 per month. The female teachers mean salaries were $1430.52 per month--a difference of $135.51.

When they calculated the salaries of all the employees which included

teachers, administrators and classified personnel, they found the mean salaries were $1622.00 per month. For female counterparts, it was $1422.42--a difference of $199.58 per month.

At the upper level salaries, it is interesting to note how very few women earn such salaries. (see charts in the appendix)

A professor from Stanford University also testified about the lack of role models in that institution, again demonstrating the common pattern in educational hiring practices.

At Stanford University, there is a policy which denies external funding to faculty who are not members of the Academic Council. Only 41% of the women faculty are in the Academic Council and therefore eligible for funding as research directors. "Men receive 98% of the Federal funding awarded to Stanford University." In the Medical School of 285 faculty, only 19 are women; of these, only 5 are regular faculty members. The remaining 14 non-tenured positions require year-by-year contracts.

Testimony about the School of Education at Stanford was similar, alleging that there were not positive leadership role models for women in education. Of the women in graduate schools at Stanford, thirty-five percent are in the School of Education. Since 1947, when the doctorate in higher education was established, the witness claimed that only one woman has received that degree. The witness questioned, "What is wrong with an environment that won't support women?" Testimony suggested the need for more part-time study opportunities and evening classes to assist women. Such study opportunities would be useful to student-mothers or those employed while gaining further education.

In speaking of attitudes, one witness felt that since community colleges

in San Jose had added women's studies and women's re-entry programs, she felt that they were being more responsive. "Discrimination," she said, "is so subtle it is difficult to document it. Assumptions about feminine inferiority continue to prevail and puns and jokes persist." Another witness maintained that there was unequal pay because men won't work for less. She said that affirmative action needs to be explained and publicized on the campus to students, faculty, and administrators. She suggested that sensitivity workshops be held. 'Men are unaware how offensive they are in discriminatory action," the witness continued.

Lack of affirmative action in hiring and promotions was a concern repeatedly expressed. "The distribution of school employees across job categories shows that there is a concentration of women and minorities in lower-level, low-paying, dead-end jobs," stated an affirmative action chairperson from NOW.

Additional confirmation of this problem came from a panel member responding to the testimony. Representing a classified employees union, he noted that there was a significant discrepancy between the number of "jobs-of-skill held by women and the jobs considered "unskilled" traditionally held by men. The men in unskilled jobs receive a higher entry level salary than the women holding unskilled jobs. A superintendent of education spoke of the restriction of jobs by sex. He stated that in his district, 100% of the clerical jobs are held by women and 100% of the maintenance positions are filled by men.

Many statements were made urging the school authorities to take affirmative action particularly in the administrative and middle management positions. A large number of complaints were cited about the difficulties encountered in getting authorities to develop programs to eliminate sex bias. Witnesses spoke of the reluctance of district officials to meet for this purpose. One

witness noted the legal conflicts concerning the negotiation process. Another talked of academic women who are encumbered by administrative, clerical and extra-curricular duties which are not expected of male counterparts. Several cited instances where female teachers were threatened with dismissal when employment issues were raised.

C. The Dual Effects of Racism and Sexism

Testimony of several witnesses described the dual effects of racism and sexism that are felt by minority women. One witness said that if sexism is eliminated, racism is still there. The testimony continued stating that an ethnic minority woman "cannot afford to be a part of a movement that will only liberate me halfway." The witness continued that discrimination per se is detrimental and damaging to all people throughout the educational system. Other testimony pointed out stereotyped examples for specific ethnic groups, such as the Asian women. The witness said that textbooks often do not make a clear distinction between Asians in Asia and Asian-Americans. Often, in our educational materials, Asian-Americans are omitted. "Leadership role-modeling for Asian-American girls is likely to be non-existent," she said.

Additional testimony stated that "the unemployment rate for Third World Women is "higher than that for majority women, minority men, and for majority men." Minority women are at the bottom of the pay scale. The witness said that minority women by percentage are more heavily concentrated in private household work and service work than majority women. The witnesses concluded that Third World Women who work are also likely to be wives or working mothers and are more apt to be heads of households than majority women. The witnesses requested the Commission to reflect the needs of minority women and to show a true desire to be effective and representative of all women by looking at the issues

from both the perspective of racism as well as sexism.

A different witness spoke of the need for sensitivity on the part of counselors to the special needs of minority students. "The schools are remiss in their duty to provide teachers and personnel with human relations type training," she said.

"The racist stereotyped attitudes about Third World Women require a responsiveness from the CSW and Educational Institutions to the unique needs of minority women in the effort to liberate all women," asserted a witness.

PART IV

SUMMARY AND RECOMMENDATIONS

The CSW Education Committee hearings, held in 1975, have confirmed that discrimination on the basis of sex occurs in the local school districts of Santa Clara County. Sex discrimination was described in all of the following areas: (1) materials and textbooks; (2) course offerings; (3) guidance and career counseling; (4) participation in athletics; (5) use of facilities for athletics; (6) employment opportunities; (7) promotional opportunities; and (8) teaching methods.

Since the time of the hearings, guidelines for the implementation of Title IX of the Educational Amendments of 1972 have required that as of July 21, 1976 school districts must: 1) examine and evaluate current policies and practices to determine whether they are in compliance with the law, 2) modify their policies and practices that do not meet the requirements, and 3) take appropriate remedial steps to eliminate the effects of discrimination which resulted from the policies and practices.

In addition, since the hearings were held, the Higher Education and Vocational Education Amendments of 1976 enacted strong provisions to overcome sex bias and stereotyping in vocational educational programs.

These acts require very specific information on how educational institutions plan to comply with the laws. Institutions will also be required to articulate their programs at all levels of education and with other community agencies in the effort to combat sex discrimination.

The Santa Clara County Commission on the Status of Women in fulfilling its mandate will perform a useful role in advocating fuller career development of women through educational opportunities that are free of sex bias and discrimination.

I. IT IS RECOMMENDED that the Commission inform individuals of the possibilities for educational development and of their rights for equality by preparing and distributing written information for this purpose.

II. IT IS RECOMMENDED that the Commissioners and additional representatives from community groups concerned with women's equality, welfare and status be prepared through a series of training workshops sponsored by the Santa Clara County Commission on the Status of Women to assist actively in the implementation of equal opportunities in education.

III. IT IS RECOMMENDED that the CSW work cooperatively with school districts to assist in the implementation of the guidelines of Title IX by utilizing teams of persons trained in the workshop program as above.

IV. IT IS RECOMMENDED that the Commission on the Status of Women be granted support and authority to make application for funding to activate these recommendations.

V. IT IS RECOMMENDED that the CSW address as a special priority educational opportunity and career development through the following activities:

(1) Review Title IX Reports

(2) Assess compliance with Title IX guidelines

(3) Convey their findings to school district administrative personnel and governing board members.

(4) Make recommendations regarding remedies.

VI. IT IS RECOMMENDED that the CSW establish an evaluation process to record the successes and deficiencies of the Commission's activities regarding Title IX for the following components: (1) outreach to the community; (2) training of individuals as liaison assistance to school districts; and (3) compliance progress within school districts.

VII. IT IS RECOMMENDED that the CSW coordinate the above recommendations with the review and implementation of Title VII of the Civil Rights Act, as well as the Education Code which requires elimination of sex and race role stereotyping.

County of Santa Clara
California

Commission on the Status of Women
408 County Administration Building
70 West Hedding Street
San Jose, California 95110
299-3131 Area Code 408

April 9, 1975

Dear Educator, Concerned Citizen, Parent, or Student:

The Santa Clara County Commission on the Status of Women (CSW) has been mandated to study and investigate conditions that demonstrate discrimination or prejudice because of sex throughout Santa Clara County.

Acting upon this mandate, the CSW's Education Committee will be holding hearings on sex discrimination in the educational system. These hearings will be held on Tuesday, and Wednesday, May 6th and 7th, 1975, from 7-10 p.m., at Leininger Center, 1300 Senter Road, San Jose.

Following the hearings, findings and recommendations will be made to the Santa Clara County Board of Supervisors and copies will be available to each school district superintendent and other interested agencies.

The Commission invites you to attend the hearings on May 6th and May 7th either as a participant or as an observer. If you, as an individual or member of an organized group, are aware of specific instances of sex bias in education, you are urged to present your information at these hearings.

Likewise, should you know of ways in which sex discrimination in education has been alleviated or rectified, you are also urged to present your information at these hearings. This information may serve as an example to other schools.

In order to prepare a schedule of speakers, we ask that you completely fill out the form attached and return it to the CSW office as soon as possible--preferably before May 1st. We also ask that you pass this information on to others who might be interested.

Please call the CSW office at 299-3131 if you have any questions or comments.

Sincerely,

THE EDUCATION COMMITTEE:

Lillian Moore, Chairperson
Bobbie Kawazoe
Adrianne Chang Kwong
Bene Paul
Millicent Rutherford

/ies

An Equal Opportunity Employer

PLEASE RETURN THIS COMPLETED FORM TO THE COMMISSION ON THE STATUS OF WOMEN BY THURSDAY, MAY 1ST. INCLUDE YOUR NAME, ADDRESS, PHONE #, ORGANIZATION (IF YOU REPRESENT ONE) AND TOPIC. IF POSSIBLE, WE WOULD ALSO LIKE AN OUTLINE OR TYPED COPY OF YOUR PRESENTATION. EACH PRESENTER SHOULD PLAN A MAXIMUM 5-MINUTE TALK; 10-15 MINUTES WILL BE ALLOWED FOR QUESTIONS. AS TIME ALLOWS, FOLLOWING AGENDIZED SPEAKERS, MEMBERS OF THE AUDIENCE WILL BE ABLE TO SUBMIT THEIR NAMES AND MAKE PRESENTATIONS TO THE HEARING BOARD.

Name_____

Organization_____

Address_____

Phone_____

Topic_____

Observer ☐ Participant ☐

☐ Physical Education

☐ Teaching Methods

☐ Affirmative Action in Hiring

☐ Curriculum

☐ Textbooks

☐ Minority Women/Girls

☐ Guidance Counseling

☐ Testing

☐ Extra-curricula Activities

☐ Administration

☐ Unequal Budgeting

☐ Role Modelling

☐ Students Viewpoints

☐ Other_____

_____

_____

_____

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California

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The Santa Clara County Commission on the Status of Women (CSW) has been mandated to study and investigate conditions which demonstrate discrimination or prejudice because of sex throughout Santa Clara County. Acting upon this mandate, the CSW's Education Committee is holding hearings on January 28th and 29th, 1975, in Palo Alto, to examine the status of women in education in the North County area. (Hearings will be scheduled in other parts of the County during the coming year.) Following the hearings, findings and recommendations will be made to the County Board of Supervisors with copies sent to each school district superintendent and interested parties.

If you, as an individual or member of an organized group, are aware of specific instances of sex discrimination in education, there are several steps which you can take to attempt to rectify the situation:

1. Contact the superintendent, principal or other administrator responsible for your local area and discuss the matter with her/him.

2. If the alleged discrimination is based on sex, call Rina Rosenberg, Director of CSW, at 299-3131; she can provide information regarding sex discrimination, meet with local officials, and/or refer you to other organizations which can help you.

3. If the alleged discrimination is based on race, contact your local Human Relations Commission if available, or the Santa Clara County Human Relations Commission (Frank Escobar, Director), 299-3091.

4. The Affirmative Action in Education division of the Office of Economic and Social Opportunities has been funded to assist with affirmative action in your district. They can be contacted at 292-0560.

5. Contact your state or national legislator to determine if any existing legislation covers the alleged discrimination or if she/he could introduce any such legislation.

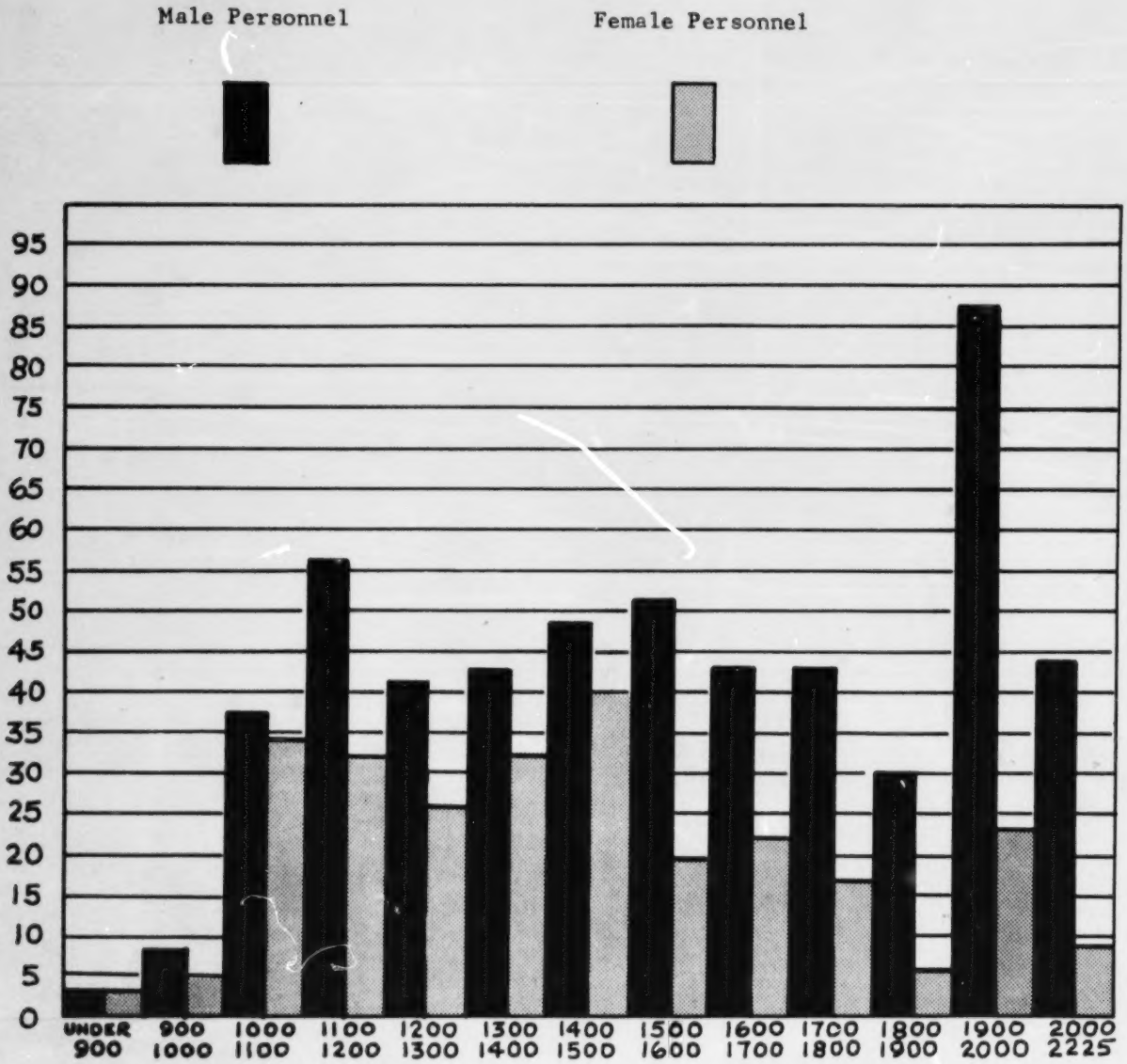
6. If you are a teacher or if the discrimination concerns teachers, contact your local teachers association such as the local chapter of the American Federation of Teachers (AFT) of the California Teachers Association (CTA).

7. Contact your Supervisor on the Santa Clara County Board of Supervisors and advise her/him of the situation.

An Equal Opportunity Employer

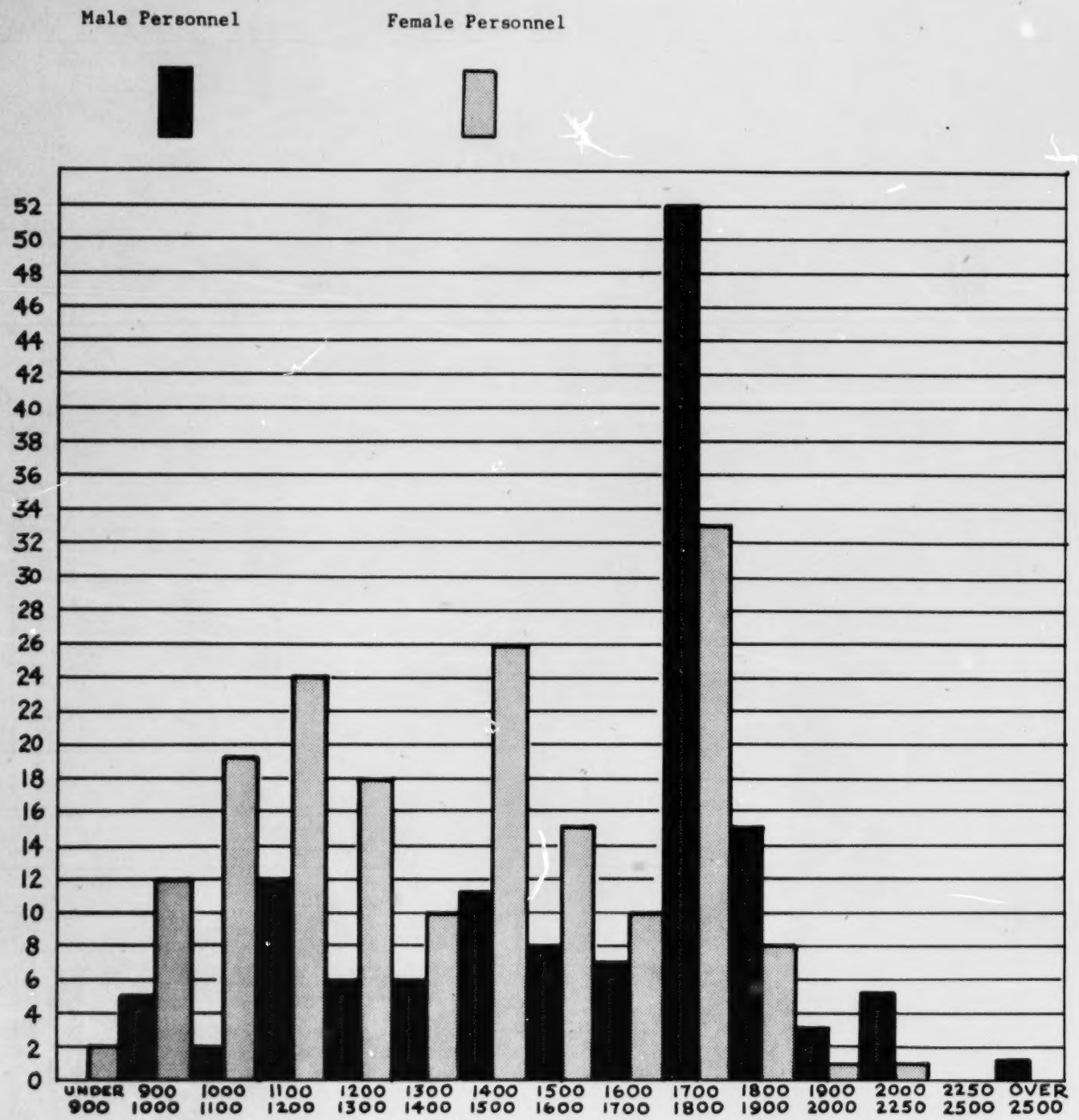
East Side School District--Teachers

Mean Salary for Men $1566.03 per month
Mean Salary for Women $1439.52 per month



Gilroy Unified School District--Teachers and Administrators

Mean Salary for Men $1608.08 per month
Mean Salary for Women $1400.70 per month



East Side School District--Teachers and Administrators

Mean Salary for Men $1622 per month
Mean Salary for Women $1422.42 per month

Male Personnel

Female Personnel